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# Discovering the effect of employees' trust in management on organizational citizenship behavior and the employees' grit

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ABSTRACT

The study aimed to examine the impact of employees' trust in management on organizational citizenship behavior and grit. A thorough review of relevant literature was conducted to provide a deeper understanding of the study's concept. The research utilized a descriptive and correlational design, employing both descriptive and inferential statistics to analyze the data. The study's population consisted of employees from the institution where the research was carried out, with data gathered through questionnaires.

The findings revealed that employees' trust in management, organizational citizenship behavior, and grit were all rated highly. The correlation analysis showed a significant relationship between employees' trust in management and organizational citizenship behavior; however, no such correlation was found with employees' grit. The study acknowledges its limitations and recommends that future research include a broader range of respondents and additional variables related to employees' trust in management.

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## *Introduction*

The issues surrounding organizational management are vast and varied, which suggests that management or leadership must continually study and identify factors that could affect the achievement of organizational objectives

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(Pfiffner, 2022; Machado, 2022). In many cases, problems within an organization stem from human behavior, which makes managing organizational behavior essential to mitigating issues that can negatively impact performance (Sapiro, 2024; Badke-Schaub & Schaub, 2022). Human behavior in organizations is often influenced by a range of organizational factors, including issues related to individual and collective trust, as well as organizational citizenship behavior, all of which can impact consistent and persistent efforts toward long-term objectives (Roszkowska & Mele, 2020; Cooley, 2016; Kramer, 2010; Arifin et al., 2019).

Given the negative consequences of distrust on organizational performance, management must take proactive steps to enhance employees' trust in leadership (Seppanen & Blomqvist, 2006; Kutsyuruba & Walker, 2016). Key factors that contribute to distrust in management include concerns about managerial competency, integrity, and the quality of worker-management relationships (Yarker et al., 2022; Serrat, 2017; Scott, 2023; Dietz et al., 2011). Seok et al. (2015) explain that competence refers to a manager's ability to effectively handle tasks and make sound decisions. Integrity, on the other hand, requires the manager to demonstrate sincerity, honesty, and ethical values. In terms of work relationships, a manager must understand their employees, including their backgrounds, be empathetic, and involve them in resolving work-related issues. Hill and Lineback (2019) argue in the Harvard Business Review that the foundation of trust lies in competency, which encompasses technical, operational, and political knowledge (knowledge of the "why" behind actions). People are more likely to trust managers who have the necessary skills, capabilities, and a proven track record. Beyond competency, trust is also rooted in character, which is reflected in a manager's integrity, good intentions, and ethical motivations (Covey, 2009).

While there is significant research on trust in management, studies exploring its impact on organizational citizenship behavior and employees' grit are scarce. Organizational citizenship behaviors refer to voluntary actions by employees that go beyond their job description and are not compensated (Lilly, 2016; Anderson, 2017). Grit, as defined by Carkit (2024) and Nisar et al. (2020), involves consistent and persistent effort toward achieving long-term goals despite setbacks. A lack of organizational citizenship behavior and grit can hinder the achievement of organizational goals (Masa'deh & Jawabreh, 2024; Jiang et al., 2021).

The current study aims to explore how employees' trust in management influences both organizational citizenship behavior and grit. The study is structured into several sections: the first section provides the rationale for the study; the second presents a literature review, which outlines the study's key concepts based on existing research; the third section describes the research methodology, including the design, population, locale, research instruments, procedures, and statistical analysis used; the fourth section presents and analyzes the data in relation to the study's research questions; and the final section offers a discussion and conclusion.

# *Literature review*

## *Interpersonal trust and collective trust*

To fully understand the current topic, it is essential to first define trust. Merriam-Webster (n.d.) defines trust as "assured reliance on the character, ability, strength, or truth of someone or something," a definition closely aligned with that in the Dictionary (n.d.), which defines trust as "a firm belief in the reliability, truth, ability, or strength of someone or something." In the context of this study, trust refers to the assured reliance on another person. It specifically highlights the dependence on a person's competence, rather than on an object or thing (de Fine Licht & Brulde, 2021). One relies on another individual because they are perceived to have the necessary competence. This aligns with McLeod's (2020) definition of trust as an attitude towards individuals whom we expect to be trustworthy.

This definition suggests an important distinction between trust and trustworthiness: trust is an attitude, while trustworthiness refers to the quality of being dependable. A person who is trustworthy can be relied upon, and this trustworthiness can only be established when an individual demonstrates competence in fulfilling tasks (Goldberg,

2020). According to Mishra (1996, p. 2645), trust is "one party's willingness to be vulnerable to another party based on the belief that the latter party is competent, open, concerned, and reliable." The Cambridge Dictionary (n.d.) provides an additional layer to this definition, emphasizing that trust is not only based on competence but also on the hope that the other party is honest and good, and will not cause harm. Such trust can only be validated once the trusted party has proven themselves to be competent, capable, honest, and harmless.

The definitions presented help us understand trust in interpersonal relationships. Based on these definitions, trust can be divided into two dimensions: cognitive trust and affective trust (McAllister, 1995). This distinction is grounded in the structure of trust, which is influenced by both rationality and emotion (Erdem & Ozen, 2003). Cognitive-based trust is rooted in rational reasoning—trust is given because one believes the other party will fulfill their responsibilities and not disappoint them (Gill et al., 2024). This trust stems from the consistency between words and actions. As the relationship deepens, and the emotional involvement increases, cognitive trust transitions into affective trust (Erdem & Ozen, 2003). Thus, trust evolves from cognitive to affective trust.

Trust in interpersonal relationships is foundational to trust within teams in the workplace (Six, 2007). When trust exists among team members, interpersonal cooperation and collaboration between teams become more seamless. For effective teamwork, trust must be a core value, enabling individuals to collaborate in fulfilling both individual and collective responsibilities. In a trust-based environment, team members feel safe to accept criticism and acknowledge mistakes (Edmondson & Moingeon, 1999). Trust within teams incorporates both cognitive and affective dimensions. According to Jones and George (1998), as cited by Erdem and Ozen (2003), cognitive trust alone is insufficient for fostering synergy within a team. Affective trust is essential for team cohesion, enabling members to share values, work together effectively, and build a strong sense of team spirit.

A significant challenge for management is fostering collective trust. Unlike individual or psychological trust, collective trust is rooted in organizational and sociological perspectives (Rousseau et al., 1998). It is complementary to interpersonal trust and exists as a social property, not an individual one (Lewis & Weigert, 1985). Collective trust is defined as a stable group property that emerges over time through repeated social exchanges, based on shared perceptions of the trustworthiness of other groups or individuals (Forsyth et al., 2015). In the context of this study, collective trust refers to the trust that employees—both teaching and non-teaching staff—have in the institution's administrators. Some scholars define trust as a psychological state (Jones & George, 1998; Rousseau et al., 1998), while others argue that trust should be studied at various analytical levels (Rousseau et al., 1998). In organizational contexts, Lewis and Weigert (1985) suggest that trust must belong to a collective unit, rather than to isolated individuals. Collective trust arises from interpersonal trust (Lenard, 2023; Six, 2007; Kramer, 2010).

It is widely recognized that collective trust is a crucial element in creating a positive atmosphere. Only in such an environment can individuals be honest, open to feedback, accepting of mistakes, and trustworthy (Bucero, 2012). One of the key recommendations for fostering a culture of trust within the workplace is for managers to provide credible evidence—such as facts, figures, and data—to support decision-making (Bucero, 2012). A study by Holm and Nystedt (2010) found that trust in other groups, as well as trust within one's own group, is strongly associated with collective trustworthiness and behaviors that foster trust. Collective trustworthiness, in turn, plays a significant role in organizational effectiveness (Gray, 2016). In the context of education, Tarter and Hoy (2004) found that teachers' trust strongly influences their perceptions of school effectiveness. Earlier, Hoy et al. (1992) examined the relationship between faculty trust and school effectiveness, finding a significant correlation between the two.

## *The influence of interpersonal and collective trust on organizational outcomes*

The impact of interpersonal trust and collective trust on organizational outcomes cannot be underestimated. Although there is no universal agreement on the definition of trust, the basic concept revolves around the belief that an individual or group will not behave in a way that harms me (Gambetta, 1988). Interpersonal trust refers to the belief

in another person and the willingness to be vulnerable to them (Ma et al., 2019). This interpersonal trust evolves into collective trust when individuals share the same perception of another person or group (Forsyth et al., 2015). Initially a psychological concept, trust transitions from an individual property to an organizational and sociological one when employees or members of an organization share a common perception (Lewis & Weigert, 1985). In this sense, trust becomes a social and organizational asset, representing the collective trust that one group places in another. Both interpersonal and collective trust significantly impact the organization, and it is recommended that management work to enhance both forms of trust to improve performance (Yuan et al., 2021).

Numerous studies have examined the effect of interpersonal trust on group performance, which in turn influences organizational outcomes. Dirks (1999) found that trust can impact motivation, which is then reflected in workgroup processes and performance. While Dirks' study did not establish a direct relationship between interpersonal trust and workgroup performance, later studies have demonstrated such a relationship. For instance, research by Bakiev (2013) and Gerbasi et al. (2023) found a significant correlation between interpersonal trust among employees and workgroup performance. Bakiev even suggested that managers should focus on fostering a trusted work environment to enhance motivation. Similarly, Ugwu and Maduagwu (2018) found that interpersonal trust plays a significant role in improving workgroup performance. Moreover, workgroup performance is closely linked to individual employees' job satisfaction, which is itself influenced by interpersonal trust (Guinot et al., 2014). The effects of interpersonal trust extend beyond job satisfaction, influencing participation in decision-making, openness to feedback, and employee empowerment. Therefore, it is recommended to implement trust-building practices to improve productivity and organizational commitment, while minimizing opportunistic behavior or distrust (Six, 2007). Bulinska-Stangrecka and Bagienska (2019) suggested that developing interpersonal trust can be achieved through competency development, team interdependence, and group rewards. Trust-based teams, in turn, generate effective cooperation that leads to organizational innovation and organizational citizenship behavior (Asamani, 2015).

In addition to interpersonal trust, collective trust has been identified as a significant predictor of both individual and organizational performance. Deutsch-Salamon and Robinson (2011) found that collective trust among employees leads to the development of high-responsibility norms and a greater willingness to be accountable for organizational performance, particularly in areas such as customer service. A previous study by Deutsch-Salamon and Robinson (2008) also indicated that when employees perceive they are trusted by management, both sales performance and customer service improve. These studies emphasize that trust in the workplace is positively correlated with performance, as highlighted by Addison and Teixeira (2019). This is also true for organizational performance as a whole. Research suggests that collective trust plays a crucial role in influencing organizational outcomes. For example, Morrissette and Kisamore (2019) found that team trust affects team performance, recommending that management focus on improving the trust climate within the organization, as it directly impacts organizational outcomes (Dirks & Ferrin, 2001). Gray (2016) explored the role of collective trust in organizational effectiveness and found that it significantly impacts school effectiveness. Similarly, Shagholi et al. (2010) showed that collective trust affects decision-making and teamwork in educational settings. As a result, Buenaventura-Vera and Gudziol-Vidal (2020) suggested that enhancing trust within the workplace is an effective strategy for improving organizational performance.

## *Employees' trust in leadership/management*

Employees' trust in management refers to collective trust, which represents the trust employees place in a group of management and is also known as organizational trust. It is a collective property possessed by the employees and reflects their shared perception that management is reliable, honest, and fair (Wang et al., 2018). This collective or generalized trust is based on employees' confidence in management, highlighting their belief that management is dependable (Golembiewski & McConkie, 1975, as cited in Baird & St-Amand, 1995). Mayer et al. (1995) define trust as the willingness of employees to believe in the attitudes and actions of management. Similarly, Laschinger et al. (2001) argue that trust is the employees' faith in organizational leaders, believing that their actions will benefit

employees. This definition emphasizes that trust emerges from consistent management behavior that yields positive outcomes for employees' welfare. In this context, employers play a vital role in fostering employees' trust in the organization and themselves. When employers communicate clearly and make fair decisions, employees tend to trust them more (Whitener, 1997). Taylor (1989), cited in Baird & St-Amand (1995), argues that trust is "earned slowly as a result of consistent behavior based on personal respect and a genuine concern for the well-being of organizational members." Accordingly, employees' trust is built over time through the consistent behavior of management that benefits employees (Asencio & Sun, 2023).

The effect of collective trust in management is consistently associated with positive outcomes. Deutsch-Salamon and Robinson (2008, 2011) and Dirks and Ferrin (2001) have studied the impact of collective trust on organizational performance. Although their studies did not establish a direct correlation between collective trust and organizational performance, they did highlight that collective trust contributes to the development of high-responsibility norms and the willingness to be accountable, which improves organizational performance, including better sales and customer service. Similarly, Amoah-Binfoh et al. (2016) pointed out that low trust in management negatively impacts both employee performance and organizational performance. Their study showed that when managers fail to empower employees, practice unfair performance evaluations, and exclude employees from decision-making, employees' trust in management diminishes, leading to lower performance and negatively affecting the organization as a whole. Rahman et al. (2021) also found that employees' trust, or collective trust, impacts both employee performance and organizational outcomes.

Seok et al. (2014) conducted a study using open-ended questions to identify factors that influence employees' trust in their employers. Using thematic analysis, they identified several dimensions that contribute to employees' trust in their managers, including status privileges and roles, competency, benevolence, worker-leader relationships, and the integrity of the head of the department. In a subsequent study, Seok et al. (2015) aimed to develop and validate an employee trust scale and identified key elements affecting trust, namely competency, integrity, and working relationships (worker-leader relationships). According to Seok et al. (2015), competency refers to the manager's ability to handle tasks effectively and make sound decisions. Integrity involves showing sincerity, honesty, and ethical values, while work relationships entail managers understanding their employees' backgrounds, engaging with them, and involving them in solving work-related problems. Hill and Lineback (2019), in a Harvard Business Review article, argue that competency is the key element in building trust. A manager needs technical, operational, and political knowledge (the knowledge of why actions are being taken). People trust managers who have the capabilities, skills, results, and track records to back up their actions. Beyond competency, trust is also rooted in character, which encompasses integrity and good intentions (Covey, 2009).

Though "competence" and "competency" are often used interchangeably, there is a subtle difference between the two. Hyland (1994), as cited by Vare et al. (2022), argues that competence is the broader term, referring to the capacity to fulfill a role or task, whereas competency is narrower and refers to specific skills or abilities. Holmes et al. (2021) suggest that competence is a generic term referring to general capability, while competency denotes a specific ability to perform a particular task. Khan and Ramachandran (2012) further clarify that "competency" should be used strictly to describe the skills themselves, while "competence" refers to the ability to perform those skills. Competency involves the integration of knowledge, skills, values, and attitudes that enable a person to be effective in a particular task (Rychen & Tiana, 2004). Therefore, a person in a managerial position must have the necessary competencies to perform their role effectively.

## *Organizational citizenship behavior*

The concept of organizational citizenship behavior (OCB) has its origins in political philosophy. The term "citizenship" is derived from political philosophy and related disciplines (Graham, 1991). According to Graham (1991), drawing from Aristotle (1941), Cary (1977), and Inkeles (1969), citizenship encompasses the responsibilities

of citizens, which can be classified into three categories: obedience, loyalty, and political participation. Consequently, citizenship behavior and citizenship responsibilities are considered synonymous (Graham, 1991; Lilly, 2016; Anderson, 2017). Obedience requires citizens to respect structures and processes, while loyalty extends beyond merely following rules—it demands that citizens consider the interests of others, the state as a whole, and its values. This behavior includes making uncompensated contributions to the state, protecting or enhancing its reputation externally, and cooperating with others to pursue collective rather than individual interests. Participation refers to engaging in governance. Aristotle argued that a good citizen should both rule and obey. Thus, a good citizen participates in law-making and altering laws to meet new needs. As a result, citizenship behavior is extended to include dedicating time and effort to governance responsibilities, sharing ideas and information with others, and engaging in discussions on social issues impacting the state (Graham, 1991). These categories of citizens' responsibilities can be applied to organizational settings. Accordingly, Inkeles (1969) categorizes organizational citizenship behavior into three areas: organizational obedience, organizational loyalty, and organizational participation. Organizational obedience involves compliance with organizational structures, job descriptions, and policies. A good organizational citizen must follow the rules, adhere to the chain of command, be punctual, and steward organizational resources. Organizational loyalty refers to identification with the leaders and the organization as a whole, transcending individual, group, or departmental interests. Behaviors associated with loyalty include defending the organization against threats, contributing to its positive reputation, and collaborating with others to achieve common goals. Lastly, organizational participation requires members to take an interest in organizational governance. Positive behaviors include attending non-mandatory meetings, sharing ideas and information, and supporting unpopular views to prevent groupthink (Inkeles, 1969).

Building on the concept of citizenship from political philosophy, researchers have attempted to define organizational citizenship behavior (OCB). Early definitions of OCB aligned closely with the original concept of citizenship in political philosophy, incorporating the elements of obedience, loyalty, and participation, although the link to political philosophy was not explicitly discussed. For instance, Bateman & Organ (1983) and Smith, Organ, & Near (1983) defined OCB as behaviors that go beyond role requirements or job descriptions for the benefit of the organization. This concept aligns with the idea of obedience, loyalty, and participation as essential traits of a good citizen (Hasani et al., 2014). A good organizational citizen obeys organizational rules and regulations, performs extra-role activities for the organization's benefit, and participates in non-required meetings, shares information, engages in discussions, and combats harmful ideas that could undermine the organization (van Rooij et al., 2024). This definition aligns with the three basic types of behaviors identified by Katz (1964) that are essential for organizational functioning: (1) individuals must enter and remain within the system, (2) they must reliably carry out role requirements, and (3) they must engage in spontaneous, innovative activities that extend beyond prescribed roles. Katz (1964), as cited by Smith et al. (1983), suggested that an organization cannot rely solely on prescribed behaviors but must also encourage cooperation, helpfulness, suggestions, goodwill gestures, and altruism. Roethlisberger and Dickson (1964), cited by Smith et al. (1983), emphasized that cooperation maintains internal equilibrium and involves prosocial behaviors to help others. These behaviors are products of the informal organization and are driven by sentiment (Roethlisberger & Dickson, 1964).

Since the introduction of OCB, considerable efforts have been made to identify its core dimensions. Recent research has shifted focus to the loyalty and participation dimensions of citizenship, as recommended by political philosophy (Graham, 1991), in measuring OCB—moving away from the emphasis on obedience. As Organ and Ryan (1995) noted, OCB is concerned with positive work behaviors that extend beyond the rules and job descriptions. The earliest efforts in defining OCB were undertaken by Smith, Organ, and Near (1983) and Bateman and Organ (1983), who identified two dimensions: altruism and general compliance. Organ (1988) and Wang et al. (2013), as cited by Abun et al. (2021), later identified five dimensions of OCB: conscientiousness, sportsmanship, civic virtue, courtesy, and altruism. Sportsmanship refers to individuals who maintain a positive outlook, even in difficult situations, without complaining (Wang et al., 2013, as cited by Abun et al., 2021). Conscientiousness describes individuals who care about others around them (Roos-Verbree, 2022; Abun et al., 2021). Civic virtue involves active participation in

organizational activities, even those that are not mandatory, and engaging in discussions about organizational issues for the organization's benefit (Organ, 1988; Abun et al., 2021). Courtesy refers to individuals who are polite and considerate of others (Organ, 1988). Altruism involves individuals who prioritize the well-being of others and are always willing to help those in need (Organ, 1988). Podsakoff et al. (2000) identified seven dimensions, encompassing those identified by Organ (1988), which include helping behaviors, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development.

The various dimensions of OCB identified by researchers, such as Inkeles (1969), Organ and Near (1983), Bateman and Organ (1983), Organ (1988), and Podsakoff et al. (2000), are summarized into a single dimension—altruistic behavior—by Fox and Spector (2002). Altruistic behaviors encompass not only helping others but also helping the organization. Helping others and contributing to the organization capture all the behaviors identified by Organ (1988) and Podsakoff et al. (2000).

## *The Concept of Grit*

Organizational performance will always be dependent on many factors like external and internal environment. External environmental factors can be the external market situation which is dynamic and competitive and can affect the organization's capability to operate and achieve its long-term objective (Fernandez-Araos, 2014). Internal environment factors can be leadership/management, practices and employer-employee relationships which can influence employees' performance (Kawasaki, et al., 2022, Faez, et al., 2023). However, it has to be recognized that employees' performance is not just dependent on leadership, management practices, employees' knowledge, skills, and motivation but it also depends on employees' grit (Zyl, et al., 2022, Lee, 2022, Chandrawaty & Widodo, 2020). Grit is employees' persistence and consistency in pursuing long-term objectives (van Zyl, et al., 2023) which affects performance. Studies have indicated that grit is dependent on many other factors like leadership (Rego, et al., 2021), and a supportive environment (Chuented, et al., 2023). It suggests that individual capability and desire to be consistent and persistent in carrying out duties and responsibilities to achieve long-term objectives despite challenges depend on other factors.

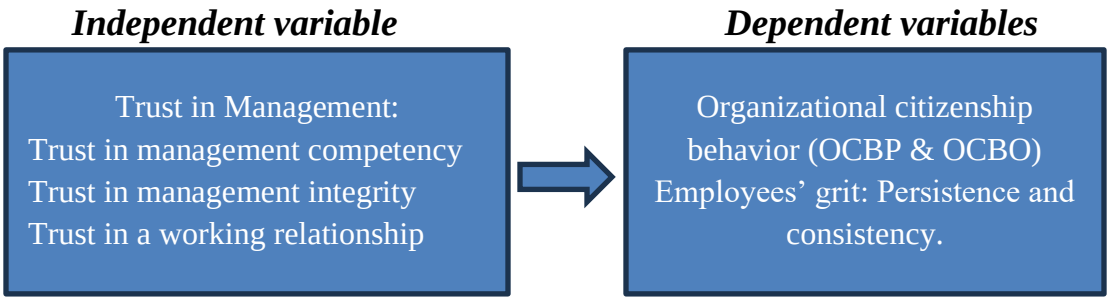
Grit has been one of the popular research topics in psychology investigated by many researchers over the past decade. It was first introduced in 2007 and defined as a compound personality of perseverance and passion to achieve long-term goals (Duckworth et al., 2007). It explains the passion of someone to achieve long-term objectives with interest and persistence. Interest and persistence are shown through one's behavior that does not abandon the goal even when other goals or other projects are appealing. In other words, someone sticks it out with a chosen goal or project day in and day out (Datu, 2021). Psychologists consider grit as a noncognitive trait that explains the consistency of someone for a particular interest and the persistence of effort to achieve it even in challenging times. It is different from other psychological factors that are similar to it like conscientiousness, resilience, work ethics, need for achievement, industriousness, hardiness, and self–control (Duckworth et al., 2007; Jordan, Ferris, Hochwarter, & Wright, 2019; Meriac, Slifka, & LaBat, 2015, cited by Febriawan & Maulina, 2019).

There are two dimensions of grit identified by Duckworth et al., (2007) namely consistency of interest and persistence of effort. Consistency of interest is the ability of someone to maintain the level of original set of interest over time (Duckworth, & Quinn, 2009). Or it is the ability of someone not to be distracted by other things in pursuing a particular interest and goals over a long period until the goal is achieved (Datu, Yuen, & Chen, 2017, p. 198). One constantly shows the same interest and effort in pursuing the objectives. While persistence of effort means the ability to show diligence in achieving the goals despite the challenges along the way (Eskreis-Winkler, et al., 2016). One is not giving up pursuing the goal. As Datu, et al. (2017) defined it as the willingness to stay on the course of action and committed to achieving the goal despite problems. Though a recent study by Frebriawan and Maulina (2019) proposed three dimensions of grit: consistency of effort, persistence of effort and adaptability, however, the current study adopts the earlier dimensions proposed by Duckworth, et al. (2007) which are consistency and persistence.

The reason is clear that adaptability does not suggest abandoning and changing the objectives but one can be flexible in strategies to achieve the same objectives. One can also be flexible in pursuing the goal according to the situation but the effort to achieve the goal is still consistent and persistent.

There is a mixed result about the influence of grit on success. Duckworth, et al. (2007), Duckworth and Quinn (2009), and Akos and Kretchmar (2017) recognized that success in attaining long-term goals is not only attributed to talent or IQ but grit also has been significantly associated with the achievement of difficult goals and academic performance. A recent study by Robbins (2022) supported the findings of earlier studies indicating that sustained effort and hard work despite setbacks or failure are contributing factors to the academic achievement of university students. However, some later studies, in the academic setting, have demonstrated that grit is not a significant contributing factor to the academic performance of students, (Bazelais, et al., 2016), Tang, et al., (2021) and Christopoulou, et. al. (2018) recognized its contribution but it is considerably weak to moderate. These conflicting results suggest that grit is not a consistent and single predictor of academic performance.

# *Conceptual framework*




*Source: Seok, et al. (2015), Fox and Spector (2002), Duckworth et al., (2007)*

Figure 1: The conceptual framework describes the relationship between trust in management and OCB and employees' grit. The relationship explains the influence of trust in management on the OCBP and OCBO and employees' grit.

# *Statement of the problems*

The study aims to examine the impact of trust in management on organizational citizenship behavior and employees' grit. It specifically seeks to answer the following questions:

1. What is the level of trust of employees to the management in terms of:
   a. Competency
   b. Management integrity
   c. Working relationship
2. What is the level of organizational citizenship behavior of employees in terms of OCBP and OCBO?
3. What is the level of employees' grit in terms of persistence and consistency?
4. Is there a relationship between trust in management and organizational citizenship behavior?
5. Is there a relationship between trust in management and employees' grit?

## *Hypothesis*

Trust in management often serves as a source of motivation for the employees to perform their tasks. Studies have indicated such a relationship (Mohr & Puck, 2012, Vanneste & Yoo, 2020). The current study hypothesizes that employees' trust in management affects the organizational citizenship behavior and grit of the employees.

## Scope and delimitation of the study

The study limits its investigation only on trust in management and its effect on OCB and employees' grit and the population is only the Divine Word College of Laoag and Divine Word College of Bangued.

# Research methodology

As required by scientific research, it follows procedures and techniques to carry out the study scientifically. The research methodology determines the quality and reliability of the study (Wilkinson & Birmingham, 2003). Thus, the study was carried out through appropriate research methodologies such as research design, data gathering instruments, population, the locale of the study, data gathering procedures, and statistical treatment of data.

### Research design

This study employs a quantitative research approach, utilizing both descriptive and correlational research designs. The aim is to assess the level of employees' trust in management and examine its impact on their organizational citizenship behavior and grit. Descriptive research is used to summarize the data collected through questionnaires, which are then analyzed using statistical methods. It helps to describe the profiles, frequency distributions, and characteristics of people, situations, phenomena, or relationships between variables. Essentially, descriptive research answers the question of "what is" by presenting an overview of the collected data (Ariola, 2006, cited by Abun, 2019).

For this study, both descriptive and correlational methods are applied to determine the level of employees' trust in management and its effect on work engagement.

### The locale of the study

The locale of the study was Divine Word Colleges of Laoag, Laoag City, Ilocos Norte and Divine Word College of Bagued, Abra.

### Population

The population of the study was composed of all employees and faculty of Divine Word College of Laoag, Ilocos Norte and Divine Word College of Bangued, Abra. The total enumeration sampling was used as respondents to the study.

### Data gathering instruments

The study adopted validated questionnaires by Seok, et al. (2015) on employees 'trust and Fox and Spector (2002) on OCB and Duckworth, et al. (2007) on grit.

### Data gathering procedures

In the data gathering process, the researcher sent a letter to the President of the Colleges, requesting them to allow the researcher to flow his questionnaires in the college. The researcher personally met the Presidents and employees and requested them to answer the questionnaires.

The questionnaires were retrieved between the employees' representatives and the researcher with the help of employees and faculty of the college.

### Statistical treatment of data

In line with the descriptive assessment and descriptive correlational research design, both descriptive and inferential statistics were employed. Descriptive statistics, specifically the weighted mean, were used to assess the level of employees' trust in management, as well as their organizational citizenship behavior (OCB) and grit. To measure the relationship between employees' trust in management and their OCB and grit, Pearson's r correlation was used.

The following ranges of values with their descriptive interpretation will be used:

| ***Statistical Range*** | ***Descriptive Interpretation*** |
|---|---|
| *4.21-5.00* | *strongly agree/Very high (SA/VH)* |
| *3.41-4.20* | *Agree/High (A/H)* |
| *2.61-3.40* | *Somewhat agree/Moderate (SWA/M)* |
| *1.81-2.60* | *Disagree/Low (D/L)* |
| *1.00-1.80* | *Strongly disagree/Very Low (SD/VL)* |

# *Data presentation and analysis*

The data are presented following the statements of the problem of the study. The data are gathered through questionnaires and analyzed by statistical tools.

***Problem 1: What is the level of trust of employees to the management in terms of:***

- ***a. Competency***
- ***b. Management integrity***
- c. ***Working relationship***

***Table 1: Employees' trust in management***

| Indicator | Mean | DI |
|---|---|---|
| **Competency** | | |
| My head of department shows confidence in task performance and administration. | 3.94 | A/H |
| The ability of my head of department is undeniable | 3.93 | A/H |
| My head of department brings development to the department | 3.94 | A/H |
| I have confidence in the ability of my head of department | 3.98 | A/H |
| My head of department is my source of reference | 3.88 | A/H |
| My head of department can make quick decisions | 3.94 | A/H |
| My head of department is good at administration | 3.94 | A/H |
| My head of department has a convincing appearance. | 3.96 | A/H |
| My head of department has great experience in performing his//her tasks. | 3.96 | A/H |
| My head of the department is capable of delegating tasks to his//her employees. | 3.97 | A/H |
| **Composite Mean** | **3.94** | **A/H** |
| **Management Integrity** | | |
| My head of the department is very sincere in performing tasks and in making decisions for the department. | 3.96 | A/H |
| My head of department is a disciplined person in task performance and administration | 3.96 | A/H |
| I like the ethical values of my head of Department | 4.03 | A/H |
| My head of department has high integrity. | 4.01 | A/H |
| My head of department always shows a good example to his/her employees | 3.89 | A/H |
| My head of department is a person with high principles | 3.99 | A/H |
| The management of my head of department is honest and truthful. | 3.95 | A/H |
| My head of department respects his/her employees | 3.93 | A/H |
| **Composite Mean** | **3.97** | **A/H** |

| | | |
|---|---|---|
| **Working Relationship** | | |
| My head of department has good knowledge of my background | 3.54 | A/H |
| My head of department spends time with his/her/her employees | 3.60 | A/H |
| My head of department understands me well | 3.94 | A/H |
| My head of the department always discusses work-related issues with his/her employees. | 3.97 | A/H |
| My head of department has good knowledge of my background | 3.93 | A/H |
| My head of department spends time with his/her/her employees | 3.96 | A/H |
| **Composite Mean** | **3.82** | **A/H** |
| **Overall Mean** | **3.91** | **A/H** |

***Source: Seok, et al. (2015)***

| ***Statistical Range*** | ***Descriptive Interpretation*** |
|---|---|
| *4.21-5.00* | *strongly agree/Very high (SA/VH)* |
| *3.41-4.20* | *Agree/High (A/H)* |
| *2.61-3.40* | *Somewhat agree/Moderate (SWA/M)* |
| *1.81-2.60* | *Disagree/Low (D/L)* |
| *1.00-1.80* | *Strongly disagree/Very Low (SD/VL)* |

The data in the table shows that employees' overall trust in management has a mean rating of 3.91, which indicates a high level of trust. This suggests that, while employees' trust in management is not exceptionally high or low, it falls within a favorable range. When examining the individual dimensions, all three were rated similarly, also reflecting a high level of trust.

Regarding employees' trust in management competency, employees expressed confidence in their administrators, believing they possess the necessary skills, knowledge, and capabilities to perform their duties effectively. Research has highlighted that trust in competency is vital, as it influences personnel involvement, commitment, organizational success, and employees' well-being (Serrat, 2017; Ghimire, 2019; Singh & Lin, 2023).

In terms of trust in management integrity, employees agreed that their administrators demonstrate high ethical standards, acting with honesty, sincerity, and transparency in decision-making. Experts emphasize that employees' trust in management's integrity is crucial, as it positively impacts job satisfaction and organizational performance (Davis & Rothstein, 2006; Vogelgesang, et al., 2021).

Finally, regarding employees' trust in working relationships, employees noted that their management understands and communicates with them effectively, often engaging in discussions to address work-related issues. Research suggests that trust in working relationships enhances collaboration, open communication, job satisfaction, employee engagement, and overall performance (Danish, 2024; Kim, et al., 2018; Kalisch, et al., 2012).

***Problem 2: What is the level of organizational citizenship behavior of employees in terms of OCBP and OCBO?***
***Table 2: OCB***

| Indicator | Mean | DI |
|---|---|---|
| **OCBP** | | |
| Lent a compassionate ear when someone has a work problem | 3.63 | A/H |
| Lent a compassionate ear when someone has a personal problem | 3.65 | A/H |
| Change vacation schedules, workdays, or shifts to accommodate co-workers' needs | 3.62 | A/H |
| Help a less capable co-worker lift a heavy box or other objects | 3.66 | A/H |
| Went out of the way to encourage co-workers or express appreciation | 3.68 | A/H |

| | | |
|---|---|---|
| Defended co-worker who was being 'put down" or spoken ill by other co-workers or supervisors | 3.6 | A/H |
| Help co-workers with personal matters such as sharing food or drinks | 3.66 | A/H |
| Lent money or personal property to a co-worker | 3.75 | A/H |
| Lent a compassionate ear when someone has a work problem | 3.64 | A/H |
| **Composite Mean** | **3.65** | **A/H** |
| **OCBO** | | |
| Help new employees get oriented to the job. | 3.74 | A/H |
| Offered suggestions to improve how work is done | 3.73 | A/H |
| Volunteered for extra work assignments | 3.71 | A/H |
| Said good things about your employer in front of others | 3.75 | A/H |
| Said good things about your school in the community outside the school | 3.73 | A/H |
| Give up meals and other breaks to complete the work | 3.71 | A/H |
| Offered suggestions for improving the work environment | 3.81 | A/H |
| came in early or stayed late without pay to complete a project or task | 3.70 | A/H |
| **Composite Mean** | **3.74** | **A/H** |
| **Overall Mean** | **3.70** | **A/H** |

***Fox and Specter (2002)***

The data presented in the table shows that the overall organizational citizenship behavior (OCB) of the employees has an overall mean rating of 3.70, which is considered high. This rating suggests that while the employees' OCB is not exceptionally high or low, it is generally favorable. When examining the individual dimensions, both aspects of OCB—OCBP (behavior toward co-employees) and OCBO (behavior toward the organization)—received similar high ratings.

Regarding OCBP, which refers to actions directed toward co-workers, employees reported that they help colleagues with personal problems, encourage them during difficult times, and defend them when they are criticized by supervisors. Research indicates that positive, supportive relationships among employees can significantly impact job satisfaction, engagement, productivity, and overall organizational well-being by fostering a sense of belonging, psychological safety, and trust (Curry, et al., 2024; Poskiene, et al., 2020; Durrah, 2023; Kong & Belkin, 2021).

Similarly, for OCBO, which refers to behaviors directed toward the organization, employees agreed that they help new colleagues get oriented, volunteer for extra assignments, sacrifice personal time to finish tasks, arrive early to complete work, and speak positively about the organization to outsiders. Research highlights that employees' care for the organization has a positive impact on engagement, productivity, creativity, and reduced turnover, ultimately contributing to improved overall organizational performance (Sypniewska, et al., 2023; Allen, 2014).

***Problem 3: What is the level of employees' grit in terms of persistence and consistency?***

| Indicator | Mean | DI |
|---|---|---|
| **Persistence** | | |
| I often set a goal and pursue it | 3.72 | A/H |
| Even new ideas and projects sometimes distract me from previous ones but I still maintain and pursue my ideas | 3.71 | A/H |
| I have been obsessed with a certain idea or project and pursue it | 3.61 | A/H |
| I always maintain my focus on projects that take more than a few months to complete | 3.69 | A/H |
| **Composite Mean** | **3.68** | **A/H** |

| **Consistency** | | |
|---|---|---|
| I finish whatever I begin | 4.27 | SA/VH |
| Setbacks don't discourage me | 4.00 | A/H |
| I am a hard worker | 4.21 | SA/VH |
| I am diligent. | 4.25 | SA/VH |
| **Composite Mean** | **4.18** | A/H |
| **Overall Mean** | **3.93** | A/H |

***Source: Duckworth, et al. (2007).***

The data in the table shows that the employees' overall grit has an average mean rating of 3.93, which is considered high. This suggests that while employees' grit is not extremely high or low, it is above average. When examining the individual dimensions of grit—persistence and consistency—both received similar ratings (3.68 and 4.18), indicating a high level of grit overall.

In terms of persistence, employees reported that they set goals for their work and pursue them despite distractions. Scholars have emphasized that persistence enables individuals to overcome obstacles, achieve goals, and demonstrate resilience when facing challenges (van Wijhe, et al., 2011; Geschwind, et al., 2021; Xavier & Meneses, 2022). Similarly, regarding consistency, employees agreed that they are diligent, hardworking, and complete tasks despite setbacks. Hendrickson and Harrison (1998) noted that consistency in the workplace is vital because it fosters stability, predictability, and enhances productivity, all of which contribute to overall organizational performance.

Scholars also argue that employees with a high level of grit tend to exhibit greater persistence, commitment to long-term goals, and resilience in the face of challenges, which leads to positive outcomes such as higher performance, job satisfaction, and lower turnover rates (Nisar, et al., 2020; Kargas, et al., 2024; Carkit, 2024).

***Problem 4: Is there a relationship between trust in management and organizational citizenship behavior?***

| **Level of trust of employees in management** | | **Organizational Citizenship** | | |
|---|---|---|---|---|
| | | OCBP | OCBO | Overall |
| Competency | Pearson correlation | .188* | .133 | .168* |
| | Sig. (2-tailed) | .017 | .092 | .033 |
| Management Integrity | Pearson correlation | .185* | .132 | .166* |
| | Sig. (2-tailed) | .019 | .095 | .036 |
| Working Relationship | Pearson correlation | .124 | .134 | .136 |
| | Sig. (2-tailed) | .117 | .090 | .086 |
| Overall | Pearson correlation | .176* | .142 | .166* |
| | Sig. (2-tailed) | .026 | .073 | .035 |

***Source: SPSS***

The table presents the relationship between employees' trust in management and their engagement in organizational citizenship behavior (OCB). The results indicate a weak but statistically significant correlation between trust in management and employees' participation in OCB.

Specifically, trust in management competency shows a weak yet significant correlation with overall OCB ($r = .168$, $p = .033$) and people-oriented OCB (OCBP: $r = .188$, $p = .017$). However, the relationship between trust in competency and organization-oriented OCB (OCBO: $r = .133$, $p = .092$) is not statistically significant. This suggests that employees who perceive their managers as competent are somewhat more likely to engage in behaviors that help their colleagues and contribute to teamwork. However, since the correlation is weak, competency alone does not strongly drive OCB, implying that other workplace factors may play a role in motivating employees' discretionary efforts.

Similarly, trust in management integrity shows a weak but significant correlation with overall OCB (r = .166, p = .036) and OCBP (r = .185, p = .019), but not with OCBO (r = .132, p = .095). This implies that employees who trust their managers' honesty and ethical decision-making are more likely to engage in voluntary behaviors that support their colleagues. However, these efforts do not necessarily extend to actions that benefit the organization as a whole. The weak correlation suggests that while integrity is important, it may not be the primary motivator for OCB, with other factors such as workplace culture, recognition, or leadership style potentially having a greater influence.

Interestingly, the quality of working relationships between employees and management did not show a statistically significant correlation with any form of OCB (p-values > .05). This finding contrasts with literature that suggests positive leader-employee interactions can enhance extra-role behavior. It implies that in this context, structural and policy-based factors may have a more significant impact on OCB than interpersonal dynamics (Chou et al., 2022; Van Dyne, 2004; Liu & Wang, 2013).

Finally, when considering overall trust in management, a weak but significant correlation was found with OCBP (r = .176, p = .026) and overall OCB (r = .166, p = .035), but not with OCBO (r = .142, p = .073). This suggests that employees who trust management are more likely to engage in behaviors that support their colleagues, but they are not necessarily more involved in actions that benefit the organization itself. Employees tend to associate trust in leadership with workplace harmony and mutual support rather than a direct commitment to the organization's success.

***Problem 5: Is there a relationship between trust in management and employees' grit?***

| Level of trust of employees in management | | Employees' Grit | | |
|---|---|---|---|---|
| | | Persistence | Consistency | Overall |
| Competency | Pearson correlation | -.088 | -.071 | -.096 |
| | Sig. (2-tailed) | .269 | .370 | .227 |
| Management Integrity | Pearson correlation | -.073 | -.152 | -.137 |
| | Sig. (2-tailed) | .359 | .055 | .084 |
| Working Relationship | Pearson correlation | -.137 | -.139 | -.167* |
| | Sig. (2-tailed) | .084 | .078 | .034 |
| Overall | Pearson correlation | -.106 | -.129 | -.143 |
| | Sig. (2-tailed) | .179 | .103 | .071 |

The table shows the relationship between trust in management and employees' grit.

The statistical results show no significant positive relationship between employees' trust in management and their grit, as measured by persistence and consistency. In fact, some correlations were slightly negative, indicating that higher trust in management does not necessarily enhance employees' long-term perseverance or consistency.

For trust in management competency, the correlations with persistence (r = -0.088, p = 0.269) and consistency (r = -0.071, p = 0.370) were weak and not statistically significant. The overall correlation with grit was also weak and negative (r = -0.096, p = 0.227). These findings suggest that employees' perceptions of their managers' competence do not significantly impact their ability to stay committed or consistent over time.

Similarly, trust in management integrity showed weak and negative correlations with both persistence (r = -0.073, p = 0.359) and consistency (r = -0.152, p = 0.055), and a weak negative correlation with overall grit (r = -0.137, p = 0.084). While the correlation with consistency approached significance (p = 0.055), its negative direction implies that higher trust in management integrity does not contribute to employees' perseverance and may even slightly reduce it.

Notably, trust in the working relationship was the only dimension that showed a statistically significant correlation with overall grit ($r = -0.167$, $p = 0.034$). Although weak, this result suggests that stronger interpersonal relationships with management may be associated with slightly lower levels of grit. This could indicate that employees who feel comfortable with management are less inclined to push through challenges independently.

When considering overall trust in management, the correlation with overall grit was negative ($r = -0.143$, $p = 0.071$), although not statistically significant. The negative correlations across all dimensions suggest that trust in management is not a significant factor in employees' ability to persevere and remain consistent in their efforts.

# *Discussion*

The results of the study reveal that employees' trust in management, organizational citizenship behavior (OCB), and grit are all considered high. However, a closer examination of the Pearson r correlations shows a nuanced relationship. Specifically, employees' trust in management is positively correlated with organizational citizenship behavior, particularly when it comes to trust in management competency and integrity. These dimensions were significantly linked to extra-role behavior toward coworkers, but not toward the organization. In other words, employees who trust their leaders to be competent and morally sound are more likely to engage in behaviors that support and assist their colleagues, but this trust does not necessarily translate into behaviors that directly benefit the organization. This finding aligns with Singh & Srivastava (2009), who found that trust in management primarily influences employees' extra-role behaviors toward coworkers.

This suggests that fostering trust in management can be a strategic approach to motivating employees to demonstrate extra-role behaviors, especially in helping their peers (Lay, et al., 2020). Furthermore, nurturing positive employee-employee relationships can enhance engagement, morale, productivity, and retention by creating a sense of belonging, trust, and mutual support (Samwel, 2018).

On the other hand, the study found no significant relationship between employees' trust in management and their grit. The negative correlation indicates that trust in management does not necessarily impact employees' persistence or consistency. This result contrasts with the findings of Franken, et al. (2021), who suggested a positive association between trust in management and grit. This discrepancy highlights the possibility that other organizational factors may play a more substantial role in shaping employees' grit.

These findings have practical implications for management. To enhance employee behavior and engagement, it is recommended that management focus on improving their competencies and demonstrating higher levels of moral integrity. In terms of competency, managers should continuously update their knowledge and skills to remain effective in their roles. With respect to moral integrity, management should lead by example, consistently demonstrating ethical behavior that sets a standard for employees to follow.

# *Conclusion*

This study set out to explore the impact of employees' trust in management on both their organizational citizenship behavior (OCB) and grit. The findings revealed that overall, employees' trust in management, OCB, and grit are all at high levels. However, the Pearson r correlation analysis uncovered an interesting distinction: while employees' trust in management was positively correlated with their organizational citizenship behavior, no significant correlation was found between trust in management and employees' grit.

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